



# Dutch

## Foundation Course

Cobie Adkins-de Jong and Els Van Geyte

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Succeed with the

*Michel Thomas*<sup>method</sup>

and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching methods of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

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# ***Introduction***

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## **What is the Michel Thomas Method?**

The Michel Thomas Method\* all-audio courses, published by Hodder Education, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

## **How does the Method work?**

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

**No books  
No writing  
Just confidence – in hours**

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

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\*US patent 6,565,358

*'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'*

**Emma Thompson**

*'Michel Thomas is a precious find indeed.'*

**The Guardian**

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

*'There's no such thing as a poor student, only a poor teacher.'*

**Michel Thomas**

## **What level of language will I achieve?**

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

## HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally, having absorbed the vocabulary and grammatical structures.

### **How quickly can I learn with the Michel Thomas Method?**

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience. This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

## Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas’s own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

## What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Television and radio programmes via satellite, podcasts, newspapers and magazines (print or on-line) (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Advanced course. Then build your vocabulary with the existing and planned Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas’s unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and ‘building-block’ approach. The presenter builds on Michel’s foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas’ original Foundation and Advanced courses.

## Who was Michel Thomas?



*Michel with Grace Kelly*

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-

teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

## Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,



Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

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- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

## Track listing

### CD1 Track 1

Introduction; relationship of Dutch to English.

### CD1 Track 2

Similarities in sound and spelling: *welkom* = 'welcome'; *de kat zat op de mat* = 'the cat sat on the mat'; *leren* 'to learn'; *een, twee, drie* = 'one, two, three'; *water* (*w* pronounced like English 'v') = 'water'; *is* (final *s* pronounced like the 's' in English 'sun') = 'is'; *het* = 'it' (*het* is often unstressed and sounds like 'ut'); *hier* (*ie* pronounced like English 'ee') = 'here'; *warm* = 'warm'.

### CD 1 Track 3

*hè?* is used for a question to which you expect a positive reply, like English 'is it?', 'haven't you?'

*niet* = 'not'; *goed* (*g* pronounced like Scottish 'ch' in 'loch'; *oe* pronounced like English 'oo'; final *d* sounds like English 't') = 'good' or 'right' (correct); *zo* = 'like that, that way'; *te* = 'too'; *heel* (*ee* pronounced like English 'ay') = 'very'; *dit* = 'this'; *dat* = 'that'; *wat* = 'what'.

### CD 1 Track 4

*daar* = 'there'; *ik* = 'I'; *ik drink* = 'I drink' and 'I am drinking'; *werk* = 'work'; *ik werk* = 'I work' and 'I am working'; *nu* = 'now'; *ik doe* = 'I do' and 'I am doing'; *later* = 'later'; *ik wil* = 'I want'; *je* = 'you'; *wil je?* = 'want you? = do you want?'; *en* = 'and'.

### CD 1 Track 5

The Dutch infinitive, the 'to' form of the verb, like 'to drink', always ends in *n*, and usually in *en*; *drinken* = 'to drink'; *werken* = 'to work'; *wil je drinken?* = 'want you to drink? = do you want to drink?' *eten* = 'to eat'; *doen* = 'to do'; *waar* = 'where'.

When you have two verbs in a sentence and the second verb is in the 'to' form (e.g., 'do you want to do this?'), the second verb goes at the end of the sentence: *wil je dit doen?* We will call the verbs that send the second verb to the end 'trigger' verbs.

### CD 1 Track 6

*voor* (v pronounced like English 'f'; *oo* like English 'o' in 'for') = 'for'; *kan je?* = 'can you?, are you able to?' The final *n* of the Dutch infinitive ('to' form of the verb) is not always pronounced. *ik kan* = 'I can'; 'can' is a 'trigger' verb in Dutch, sending the next verb to the end of the sentence. *voor je* = 'for you'

### CD 1 Track 7

*zien* = 'to see'; *ik wil het niet* = 'I want it not = I don't want it'; *ik wil het niet drinken* = 'I want it not to drink = I don't want to drink it' – words like *het* and *je* usually come before *niet*. *wil je?* is used for 'would you like?' *waarom* = 'why'; *ik zie* = 'I see'.

### CD 1 Track 8

*heel goed* = 'very good' or 'very well'; *ik zie het niet goed* = 'I see it not good = I don't see it well'. *zijn* = 'to be'; how to pronounce the Dutch *ij* sound. *komen* = 'to come'

### CD 1 Track 9

*we* = 'we'; *we willen* = 'we want'. For 'we', we use the whole verb, the 'to' form; *willen* = 'to want' – a 'trigger' verb; *we komen* = 'we come' or 'we are coming'. *gauw* = 'soon'; *ik kom* = 'I come' or 'I am coming'. *we eten* = 'we eat' and 'we are eating'; *wat eten we?* = 'what eat we? = what are we eating?'

### CD 1 Track 10

*middag* = 'afternoon'; *dag* = 'day'; *vanmiddag* = 'this afternoon'; *dag* is also used to mean 'Hello' or 'Goodbye'. *gaan* = 'to go'; *we gaan* = 'we go' and 'we are going'; *ik ga* = 'I go' and 'I am going'; *ga je?* = 'go you? = are you going' or 'do you go?'; *gaan* is a trigger verb.

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### CD 1 Track 11

*beginnen* = 'to begin'; *ik begin* = 'I begin' or 'I am beginning'. *maar* = 'but'; *nu niet* = 'now not = not now'; *hier niet* = 'here not = not here'; *daar niet* = 'there not = not there'.

### CD 1 Track 12

*hem* = 'him'; *haar* = 'her'; *helpen* = 'to help'; *me* = 'me'; the final e in Dutch words is always pronounced but not stressed. *het spijt me* = 'it pains me = I'm sorry'.

### CD 1 Track 13

*ik moet* = 'I must / have to'; *je moet* = 'you must / have to'; *we moeten* = 'we must / have to', from *moeten* = 'to have to'; *moeten* is a trigger verb. *vinden* = 'to find' (something); *ik moet haar vinden* = 'I must / have to find her'.

### CD 1 Track 14

*weten* = 'to know'; in Dutch you always need to indicate what it is you know or don't know, so *ik weet het* = 'I know (it)'; *we weten het* = 'we know (it)'; often the *het* is not stressed.

The word order is changed when you ask a question: *weet je?* = 'do you know?' The verb form for *je* is often different for questions, but not for *weten*.

*Ik kan het niet vinden* = 'I can't find it'.

### CD2 Track 1

*begrijpen* = 'to understand' or 'to get to grips with'; how to pronounce the Dutch *ij*; *begrijpen* also requires you to say what it is you understand, so *ik begrijp het* = 'I understand (it)'; *we begrijpen je* = 'we understand you'; *ik begrijp je niet* = 'I don't understand you'.

In Dutch, unlike English, there is only one way of expressing the present tense, so there are no separate tenses as in the English 'you understand', 'you are understanding' or 'you do understand'. *Begrijp je me?* 'Do you understand me?'

**CD2 Track 2**

*hebben* = 'to have'; *we hebben* = 'we have'; *ik heb* = 'I have'; the final *b* isn't stressed and sounds like a 'p'. *We hebben het niet voor hem* = 'we have it not for him = we don't have it for him'.

The word order changes when asking a question: *waarom heb je het niet?* = 'Why have you it not? = Why don't you have it?'; *Wat heb je?* = 'what have you (got)' or 'what do you have?'; *niets* = 'nothing'; *iets* = 'something'; *ik wil niets drinken* = 'I don't want to drink anything'. *Ik heb iets* = 'I have something'.

**CD2 Track 3**

*zeggen* = 'to say or to tell'; *ik wil je iets zeggen* = 'I want to tell you something'; *wat kan je me nu zeggen?* = 'what can you tell me now?'

Keep the *niet* with the 'to' form of the verb: *ik kan het nu niet vinden* = 'I can't find it now'.

*want* = 'for', meaning 'because'; *want ik wil het hebben* = 'for / because I want to have it'.

**CD2 Track 4**

*Ik moet het gauw doen* = 'I have to do it soon'.

*ze* = 'they'; *ze* has the same verb form as *we* ('we'), i.e. the 'to' form of the verb; *ze moeten het eten* = 'they have to eat it'.

*geven* = 'to give'; *ik moet haar iets geven* = 'I must give her something'; *ik geef* = 'I give'; in Dutch a word cannot end in 'v' (or 'z'), so the 'v' from *geven* becomes an *f*.

*kan je het zo doen?* = 'can you do it like that?'

**CD2 Track 5**

*nodig* = 'needed' or 'necessary' (the *-ig* ending is always a neutral sound); *nee* = 'no'; *ja* = 'yes'; *nee, dat is niet nodig* = 'no, that isn't necessary'; *ik heb het nodig* = 'I have it needed = I need it'; *heb je het nodig?* = 'do you need it?'

**CD2 Track 6**

*morgen* = 'tomorrow'; *ik wil morgen hier zijn* = 'I want tomorrow here to be = I want to be here tomorrow'.

**CD2 Track 7**

*vandaag* = 'today'; *vandaag niet* = 'today not = not today'; *ik help je vandaag niet* = 'I'm not helping you today'. *laat* = 'late'; *het is te laat vandaag* = 'it is too late today'. *hoe* = 'how'; *hoe doe je dat?* = 'how do you do that?'; *hoe laat is het?* = 'how late is it? = what time is it?'; *hoe laat wil je morgen hier zijn?* = 'what time do you want to be here tomorrow?'

**CD2 Track 8**

In Dutch, events that will take place in the future are usually expressed in the present tense, so *ik doe het morgen* = 'I will do it tomorrow'; *ik wil het later doen* = 'I want to do it later'; *bellen* = 'to phone'; *ik bel je morgen* = 'I'll phone you tomorrow'.

**CD2 Track 9**

*blijven* = 'to stay'; *we blijven niet, hè?* = 'we're not staying, are we?'; *lang* = 'long'; *hoe lang blijven we vanmiddag?* = 'how long are we staying this afternoon?'; *ik blijf* = 'I stay'; *hoe lang kan je vandaag blijven?* = 'how long can you stay today?'

**CD2 Track 10**

Words ending in '-ation' in English, like 'information', end in *-atie* in Dutch, *informatie*; *situatie* = 'situation'; *operatie* = 'operation'; *reputatie* = 'reputation', etc. *de* = one of the words meaning 'the'; *de situatie is goed* = 'the situation is good'.

**CD2 Track 11**

*hij* = 'he'; *hij heeft* = 'he has'; *hij heeft de inspiratie nodig* = 'he needs the inspiration'.

*ze* = 'she'; this is the same word as for 'they' in Dutch, but the verb ending will tell you which is meant: *ze hebben* = 'they have', but *ze heeft* = 'she has'. 'He', 'she', and 'it' have the same verb form and there is almost always

a *t* at the end of it. There are a few exceptions: the trigger verbs *wil* – ‘he / she / it wants’, *kan* – ‘he / she / it can’, *heeft* – ‘he / she / it has’, and *is* – ‘he / she / it is’.

*slecht* = ‘bad’; *de situatie is slecht* = ‘the situation is bad’.

### CD2 Track 12

If words like ‘good’, ‘bad’, ‘happy’, etc. are followed by another word which they describe, they have an extra ‘e’ on the end, which is pronounced as an unstressed ‘uh’: *slechte informatie* = ‘bad information’; *het is een slechte situatie* = ‘it is a bad situation’. In *dat is goed* = ‘that is good’ the ‘d’ sounds like a *t* but in *goede informatie* = ‘good information’ it sounds like a ‘d’ again.

*een* = ‘a’; the same word as *een* = ‘one’ but pronounced differently.

*morgen* = ‘tomorrow’ and ‘morning’; *goedemorgen* = ‘good morning’.

### CD3 Track 1

*goedemiddag* = good afternoon; *al* = ‘already’; *ik heb het al* = ‘I have it already’.

You can use the verb *gaan* ‘to go’ to express the future: *ik ga het morgen doen* = ‘I’m going to do it tomorrow’.

### CD3 Track 2

*jullie* = ‘you (all)’, when there are more than one of ‘you’; *jullie* takes the same verb form as *we*, the ‘to’ form of the verb; *jullie gaan niet* = ‘you (all) aren’t going’; *wat gaan jullie eten?* = ‘what are you (all) going to eat?’ *naar* = ‘to’ (a place); or *naar toe* = ‘to(wards)’; as in *waar gaan jullie naar toe?* = ‘where are you going to?’; *waar willen jullie naar toe gaan* = ‘where do you (all) want to go to?’

### CD3 Track 3

*hoe lang blijven ze?* = ‘how long will they be staying?’; *jullie blijven hier, hè?* = ‘you’re (all) staying here, aren’t you?’ – a question to which you expect a positive answer.

*kunnen* = ‘to be able’; *we kunnen* = ‘we can’; *hoe lang kunnen jullie hier blijven?* = ‘how long can you stay here?’

**CD3 Track 4**

*blijf je hier?* = 'are you staying here?'; *even* = 'just (a minute)'; *blijf even hier* = 'stay here (a minute)'; *kom even hier* = 'come here (a minute)'. *binnen* = 'inside'; *kom even binnen* = 'come inside a minute'. *wachten* = 'to wait'; *ik wacht* = 'I wait' ('I am waiting'); *wacht even* = 'wait a moment'. *weg* = 'away' or (the) 'way'; *ga even weg* = 'go away (for a moment)'.

**CD3 Track 5**

*hij heeft het al* = 'he has it already'; *ze heeft het al nodig* = 'she needs it already'; *hij geeft* = 'he gives'

**CD3 Track 6**

*U* is the form of 'you' used in formal situations and often with older people; it is both singular and plural. Verb forms with *u* always end in a *t*: *u komt morgen* = 'you are coming tomorrow'; *werkt u hier?* = 'do you work here?'

**CD3 Track 7**

The verb form of *je* also takes a *t* when it is not a question: *kan je dat doen?* = 'can you do that?', but *je kunt dat doen* = 'you can do that'. Almost all the plural forms ('we', 'you', and 'they') take the 'to' form of the verb: *we kunnen* = 'we can'; *jullie drinken* = 'you (all) drink'. But when *u* refers to more than one person it still takes the same form as *je*, i.e. with the *t*. *Je gaat naar Amsterdam* = 'you are going to Amsterdam'; *jullie kunnen het zien* = 'you (all) can see it'; *u doet het* = 'you (formal) do it'.

**CD3 Track 8**

With 'he', 'she' and 'it', the formal 'you', and informal 'you' in a statement (not a question), the verb ends in *t*: *hij werkt* = 'he works'; *je gaat* = 'you go'.

**CD3 Track 9**

*met* = 'with'; *hoe gaat het met je?* = 'how's it going with you?, how are you?' *ons* = 'us'



**CD3 Track 10**

*Even* turns a 'can you' question into a polite request: *kunt u me even helpen?* = 'could you (formal) help me?' It goes next to the verb it belongs to.

*alstublieft* (formal) or *alsjeblieft* (informal) = 'if you please'; *kan je even wachten, alsjeblieft?* = 'could you (just) wait a moment please?'

**CD3 Track 11**

*duur* = 'dear (expensive)'; *kopen* = 'to buy', with a long 'o'; *ik koop* = 'I buy'; *ze koopt* = 'she buys'; *we gaan het kopen* = 'we are going to buy it'. *te* = 'too'; *het is te duur* = 'it is too expensive'.

**CD3 Track 12**

*klaar* = 'ready (finished)'. In Dutch, the future is expressed using the present tense: *het is morgen klaar* = 'it is (will be) ready tomorrow'.

*alles* = 'everything'; *niets* = 'nothing' (often pronounced *niks* in colloquial language); *ik zie niets* = 'I see nothing'.

*kunnen* and *willen* are special trigger verbs in which the 'he / she / it' form does not end in a *t*: *hij kan alles zien* = 'he can see everything'.

**CD4 Track 1**

*leuk* = 'nice (pretty, fun)'; pronunciation of *-eu*; *ik vind het leuk* = 'I find it nice = I like it'; *ze zijn leuk* = 'they are nice'. *allemaal* = 'all of it', 'all of us' or 'all of them (everybody)'; *het is allemaal goed* = 'it is all good'.

**CD4 Track 2**

*vriend* = 'friend'; *haar vriend blijft niet* = 'her friend is not staying'; *vrienden* = friends; in Dutch the plural is usually made by adding *-en*. All plural nouns are *de* words; *de vrienden* = 'the friends'. *wil je een vriend?* = 'do you want a friend?'; *hij heeft een leuke kat* = 'he has a nice cat'; *en* = 'and'

**CD4 Track 3**

*mooi* = 'nice (beautiful)'; *een mooie dag* = 'a nice day'

**CD4 Track 4**

In Dutch, to say you enjoy doing something, you say that you do it with pleasure: *graag* = 'with pleasure', or 'gladly'; *ik drink graag* = 'I like drinking'; *graag* is also sometimes used as a response to an offer, meaning '(yes,) please'; *hij doet het heel graag* = 'he likes doing it very much'; *wij helpen hem niet graag* = 'we don't like helping him'.

If the stem of the verb (what's left when you take off the *-en* ending of the whole verb) already ends in a *t*, you don't add another in the 'you' form; if the stem of the verb ends in a *d*, you don't pronounce the *t* in the 'you' form although it is there. *ze wacht niet graag* = 'she doesn't like waiting'.

**CD4 Track 5**

*Wil je water?* = 'Do you want water?' In Dutch, if you want to stress the 'you', you say *jij* instead of *je*. *Wil jij water?* = 'do **you** want water?'; *ja, graag* = 'yes, please'. This also happens with *ze*, which becomes *zij* when it is stressed, both for 'she' and for 'they', and with *we*, which becomes *wij*. *ook* = 'too' or 'also'; *kan zij ook komen?* = 'can **she** come too?'; *ik ook* = 'me too'; *wij willen het ook* = 'we want it too'; *ik ga ook graag naar Amsterdam* = 'I also like going to Amsterdam'.

**CD4 Track 6**

*nee dank je* or *nee dank u* = 'no, thank you'. *ik wil graag water* = 'I would like water'; but *willen jullie iets drinken?* = 'do you (all) want something to drink?' or 'would you (all) like something to drink'; you don't add *graag* ('please') when you are asking if somebody wants something.

**CD4 Track 7**

*mogelijk* = 'possible'; the *-lijk* ending is pronounced 'luck'; *onmogelijk* = 'impossible'; Many Dutch words can be made negative by adding *on-* at the beginning.

When you make a comparison in Dutch, you can use the word *wel* to replace the verb if the comparison is positive: *dit is niet goed maar dat wel* = 'this isn't good but that is'. If the comparison is negative, you can use *niet* instead: *dit is mogelijk maar dat niet* = 'this is possible but that isn't'.

**CD4 Track 8**

*huis* = 'house' or 'home'; pronunciation of *ui*; *ik ga naar huis* = 'I am going home'; *thuis* = 'at home'. *ik ben* = 'I am'; *ik ben hier niet* or *ik ben niet hier* = 'I am not here'; *ben je?* = 'are you?'; *je bent* = 'you are'; *hij is* = 'he is'; *ben je morgen thuis?* = 'are you at home tomorrow?'; *wij/we zijn niet thuis* = 'we are not at home'.

**CD4 Track 9**

*moe* = 'tired'; *ik blijf vanmiddag thuis want ik ben moe* = 'I am staying home this afternoon for (because) I am tired'. *omdat* also means 'because', but *omdat* sends the verb(s) to the end of the sentence (the *omdat* effect): *omdat het klaar is* = 'because it is ready'; *omdat hij een vriend wil hebben* = 'because he wants to have a friend'.

**CD4 Track 10**

*saai* = 'boring'; *het is een saaie dag* = 'it is a boring day'.

**CD5 Track 1**

*druk* = 'busy'; *ze heeft het heel druk* = 'she has it very busy = she is busy'.

**CD5 Track 2**

*kosten* = 'to cost'; *veel* = 'much' or 'a lot'; *hoeveel* = 'how much'; *ik wil graag weten hoeveel het kost* = 'I would like to know how much it costs'; *het kost te veel* = 'it costs too much'.

**CD5 Track 3**

*wanneer* = 'when'; *wanneer beginnen we?* = 'when do we begin?' With all of these question words (*waarom?*, *waar?*, *hoe?*, *wat?*), when they are not at the start of the question the verb goes to the end, like it does with *omdat*: *ik weet niet **wanneer** ze begint* = 'I don't know **when** she begins (will begin)'; *kunt u me zeggen **hoeveel** het kost?* = 'can you tell me **how much** it costs?'

**CD5 Track 4**

*wie* = 'who?'; *wie is dat* = 'who is that?'; *ik weet niet wie het is* = 'I don't know who it is'.

**CD5 Track 5**

*mag ik?* = 'may I?' or 'can I?'; from *mogen* = 'to be allowed to': *mag ik een koffie?* = 'may I (have) a coffee?'; *U mag het hebben* = 'you may have it'; *Mag dat?* = 'Is that allowed?'

**CD5 Track 6**

*vragen* = 'to ask'; *ik vraag* = 'I ask'; *mag ik u iets vragen?* = 'may I ask you something?'; *de vraag* = 'the question'

**CD5 Track 7**

*makkelijk* = 'easy'; the ending *-lijk* can often be translated as '-able' in English (as in *mogelijk* = 'possible = do-able'); *een makkelijke vraag* = 'an easy question'; *nieuw* = 'new'; *een nieuwe vraag* = 'a new question'.

**CD5 Track 8**

The Dutch often make things small, or less formal (more fun), by adding *-je* at the end: *ik heb een vraagje voor je* = 'I have a little question for you'; *huisje* = 'little house'; *katje* = 'little cat' or 'kitten'. *uit* = 'out'; *een dagje uit* = 'a (fun) day out'.

**CD5 Track 9**

*alles goed?* = 'everything OK?'; *beter* = 'better'; *het gaat veel beter* = 'it's going much better'; *voelen* = 'to feel'; *ik voel* = 'I feel'. In Dutch, when you are talking about how you (or somebody else) feel(s), you say *ik voel me beter* = 'I feel myself better = I feel better'; *hoe voel je je?* = 'how do you feel (in yourself)?'; *hoe voelen jullie je* = 'how do you (all) feel (in yourselves)?'; *zich* = 'himself', 'herself', 'itself', 'themselves' and 'yourself' (formal); so, *hij voelt zich goed* = 'he feels (himself) well'.

**CD5 Track 10**

*zich wassen* = 'to wash oneself'; *ik was me* = 'I wash (myself)'; *wij wassen ons* = 'we wash (ourselves)'; *ze wast zich* = 'she is washing (herself)'; *zich haasten* = 'to hurry oneself'; *wij moeten ons haasten* = 'we must hurry (ourselves)'.

**CD5 Track 11**

Different pronunciations of *een* = 'a' and *een* = 'one'; *geen* = 'none' (not a / not any); *ik heb geen werk maar jij wel* = 'I have no work but you do'.

**CD6 Track 1**

*tijd* = 'time'; *ik heb geen tijd* = 'I have no time'. *honger* = 'hunger'; *ik heb honger* = 'I have hunger = I am hungry'.

**CD6 Track 2**

*interesse* = 'interest'; *hij heeft interesse* = 'he has interest = he is interested'.  
(*de*) *kans* = '(the) chance' or 'opportunity'; *ze heeft geen kans* = 'she has no chance'.

**CD6 Track 3**

*Ik wil werken* = 'I want to work'. Use *om te* = 'for to' in phrases like: *ik wil tijd om te werken* = 'I want time (for) to work'; *wij hebben geen tijd om het te zien* = 'we have no time (for) to see it'.

**CD6 Track 4**

*altijd* = 'always'; *vaak* = 'often'; *het is vaak te laat om het te doen* = 'it is often too late to do it'; *belangrijk* = 'important' (*rijk* = 'rich').

**CD6 Track 5**

*spreken* = 'to speak'; *ik spreek* = 'I speak'; *engels* = 'English'; *spreekt u Engels?* = 'do you speak English?'; *Nederlands* = 'Dutch'; *Nederland* = 'The Netherlands'; *hij spreekt geen Nederlands* = 'he doesn't speak any Dutch'.  
*de* is used as 'the' for all plurals, words ending in *-atie*, and many other words, but there is also another word for 'the', which is *het*: *het werk* = 'the work'. All words ending in *-je* are *het* words.

**CD6 Track 6**

*in het Nederlands* = 'in (the) Dutch'; *hoe zeg je dat in het Nederlands?* = 'How do you say that in (the) Dutch?' *het* is often contracted to *t* in speech.  
*leren* = 'to learn'; *ik leer* = 'I learn'.

**CD6 Track 7**

*zou* = 'would' or 'supposed to' is also a trigger verb; *hij zou het doen* = 'he was supposed to do it'.

**CD6 Track 8**

You can't use the verb *gaan* ('to go') when you're speaking about something that is 'going to be'; *gaan* can only be used to mean 'going to' when the following verb is an action verb. *Ik wil weten hoe laat het klaar is* = 'I want to know when it is (going to be) ready'.

**CD6 Track 9**

*als* = 'if'; *ze wil vandaag werken als het mag* = 'she wants to work today if it's allowed'; *als* also has the *omdat* effect (of sending the verb to the end).

**CD6 Track 10**

*Amerika* = 'America'; *mogen* = 'to be allowed'; *wij mogen* = 'we are allowed' (*ik mag* = 'I am allowed').

**CD6 Track 11**

*Ik wacht hier als je dat wil* = 'I'll wait here if you want (that)'.

**CD7 Track 1**

*als* = 'if' meaning 'in case', but *of* = 'if' meaning 'whether or not'; both words have the *omdat* effect. *Ik wil weten of je nu komt* = 'I want to know if (whether) you're coming now'.

**CD7 Track 2**

*ik wacht al lang* = 'I've been waiting a long time' (note present tense). *wonen* = 'to live' (in a place); *ik woon* = 'I live'; *ik woon al lang in Nederland* = 'I've been living a long time (already) in The Netherlands'; *Engeland* = 'England'; *hoe lang ben je al in Engeland?* = 'how long have you been (already) in England?'

**CD7 Track 3**

(*het*) *jaar* = '(the) year'; *jaren* = 'years'; *eeuw* = 'century' or 'ages'; pronunciation of *eeuw*; *ik ben hier al een eeuw* = 'I've (already) been here for ages'.

**CD7 Track 4**

All trigger verbs send the verbs to the end; the special trigger verbs (*kunnen* 'to be able to', *willen* 'to want', *moeten* 'to have to, to must' and *mogen* 'to be allowed to') don't need a *-t* in the he / she / it form (i.e. they're the same as 'I') in the present. In the past tense they also have common forms.

**CD7 Track 5, Track 6**

*ik kan* = 'I can'; *ik kon* = 'I could' in the sense of 'I was able to'; *ze kon* = 'she could'. The singular forms ('I', 'you', 'he / she / it') are all the same in the past tense for all the trigger verbs, as are the plural forms ('we / you (all) / they'). *gisteren* = 'yesterday'; *avond* = 'evening'; *gisteravond* = 'yesterday evening'; *goedenavond* = 'good evening'.

**CD7 Track 7**

*we / jullie / zij konden* = 'we / you (all) / they could'; *wij konden het niet begrijpen* = 'we couldn't understand it'; *wij konden niet met haar werken* = 'we couldn't work with her'; *ik werk niet graag met jullie* = 'I don't like to work with you (all)'

**CD7 Track 8**

*ze* = 'she', 'they' and 'them'; *was* = 'was'. In Dutch, in general, time comes before place: *hij was gisteren in Amsterdam* = 'he was in Amsterdam yesterday'.

**CD7 Track 9**

*waren* = 'were', for 'we', 'you (all)' and 'they'; *wanneer waren jullie daar?* = 'when were you (all) there?'

*had* = 'had' for 'I', 'you' and 'he / she / it'; *ik had honger* = 'I was hungry'; *hadden* = 'had' for 'we', 'you (all)' and 'they'; *jullie hadden honger* = 'you (all) were hungry'.

**CD7 Track 10**

*kom even hier* = 'come here a moment'; *hij kon vandaag niet komen* = 'he couldn't come today'; *niet* usually comes after time phrases.

*proberen* = 'to try'; *ik probeer* = 'I try'; *hij gaat het later proberen* = 'he's going to try it later'.

**CD7 Track 11**

*wachten op* = 'to wait for'; *ik wacht op je* = 'I'm waiting for you'. *moest* = 'had to' for 'I', 'you' and 'he / she / it'; *ze moest op me wachten* = 'she had to wait for me'.

**CD7 Track 12**

To make a real promise of something you are going to do in the future, you would use *zal* = 'shall / will', for all singular forms ('I', 'you' and 'he / she / it'); it is also a trigger verb: *ik zal je morgen helpen* = 'I shall help you tomorrow'; *wij zullen je helpen* = 'we will help you'.

**CD8 Track 1**

*wilde* = 'wanted': *ik wilde* = 'I wanted'; *ik wilde niets* = 'I wanted nothing'; *wij wilden hier wonen* = 'we wanted to live here'.

**CD8 Track 2**

Nouns which end in *-atie* all form verbs which end in *-eren*; so, *combinatie* = 'combination', *combineren* = 'to combine'; *reparatie* = 'repair'; *repareren* = 'to repair'; *ik kon het repareren* = 'I could repair it'.

**CD8 Track 3**

*laten* = 'to let' or 'to allow'; *laten* is a trigger verb: *laat me gaan* = 'let me go'; *ik wil het laten doen* = 'I want it to let to do = I want to have it done'.

**CD8 Track 4**

*schoon* = 'clean'; *maken* = 'make'; *schoonmaken* = 'to make clean = to clean'; *kun je het laten schoonmaken* = 'can you have it cleaned?'

**CD8 Track 5**

*hij gaat niet weg* = 'he's not going away'; *weggaan* = 'to away go = to go away'; *ze willen weggaan* = 'they want to go away', but *wij gaan morgen weg* = 'we are going away tomorrow'; *zonder* = 'without'; *ik wil niet zonder jullie weggaan* = 'I don't want to go away without you (all)'.



**CD8 Track 6**

*uitgaan* = 'to go out'; *vanavond* = 'this evening'; *hij wil vanavond uitgaan* = 'he wants to go out this evening'.

**CD8 Track 7**

*met* = 'with' but *mee* = 'with (in a verb)'; *meekomen* = 'to come along with'; *mag ik meekomen?* = 'can I come along?'; *meedoen* = 'to join in with'; *doe je mee?* = 'are you joining in?'; *hij kon gisteren niet meedoen* = 'he couldn't join in yesterday'.

**CD8 Track 8**

*morgenmiddag* = 'tomorrow afternoon'; *aan* = 'to' or 'at'; *aankomen* = 'to arrive'; *ik kom morgen aan* = 'I am arriving tomorrow'; *ik wil morgen aankomen* = 'I want to arrive tomorrow'; *binnen* = 'in(side)'; *binnenkomen* = 'to come in'; *hij komt niet binnen* = 'he is not coming in'. All these prefixes (*weg, aan, mee, uit, binnen*) can go in front of verbs like *komen* 'to come', *doen* 'to do' or *gaan* 'to go' and have their own meaning. These prefixes are all stressed and can all be split from the verb.

**CD8 Track 9**

*halen* = 'to fetch'; *ik haal* = 'I fetch'; *ophalen* = 'to pick up (collect)'; *ik haal ze vanavond op* = 'I'll pick them up this evening'; *herhalen* = 'to repeat'; *her-* doesn't have a meaning of its own like the other prefixes so the stress is on *-halen* and the *her-* can't be separated from the rest of the verb; *we herhalen het* = 'we are repeating it'.

**CD8 Track 10**

*hopen* = 'to hope'; *hopen dat* = 'to hope that'; *ik hoop dat* = 'I hope that'; in *hopen dat*, the *dat* has the *omdat* effect, sending the verb to the end; *moelijk* = 'difficult'; *ik hoop dat dit niet te moeilijk is* = 'I hope that this isn't too difficult'.

**CD8 Track 11**

*denken* = 'to think'; *denken dat* = 'to think that'; *ik denk dat* = 'I think that';  
*ik denk dat ze het al weet* = 'I think (that) she knows it already'; *zitten* = 'to  
sit'; *ik zit* = 'I sit'.

**CD8 Track 12**

*er* = 'there'; *op* = 'on, on it'; *erop* = 'thereon'; *de kat zit erop* = 'the cat is  
sitting on it'; *erin* = 'therein'; *ze zit erin* = 'she's sitting in it'; *ermee* = 'with it';  
*wat kan je ermee doen?* = 'what can you do with it?' *hoe gaat het ermee?*  
= 'how's it going with it? how are things?'

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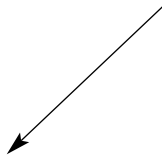
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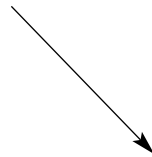
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